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ABSTRACT

This study was designed to provide Widener College (Pennsylvania) with data to develop an admission policy for the registered nurse in the baccalaureate program of nursing. Subjects were the deans of fourteen accredited baccalaureate programs of nursing in the state of Pennsylvania. A letter and a questionnaire comprised of open-end and closed-end questions concerning admission policies and awarding of credit and advanced standing to the registered nurse were mailed to each school. There was a 71 percent return rate. The replies showed that 80 percent reserved spaces for registered nurses; 30 percent had different admission policies for the associate degree nurse and the diploma nurse; all institutions accepted handicapped students; 10 percent reserved spaces for registered nurses from minority groups; all indicated that they admitted the registered nurse for full-time and part-time status; all indicated that transcripts from high school, nursing programs, and all colleges attended were part of the application; 60 percent designated the College Entrance Examination to be required for admission; 90 percent indicated that credit or advanced standing was awarded to registered nurses from a diploma program, while all of the institutions awarded credit or advanced standing to the associate degree nurse; 80 percent awarded credit by examination of selected courses in the nursing major to the diploma nurse as compared to 70 percent for the associate degree nurse; 80 percent used nursing challenge examinations. Implementation, revision, and evaluation of the admission policy are recommended. (Author)

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DEVELOPMENT OF AN ADMISSION POLICY FOR THE REGISTERED NURSE IN A BACCALAUREATE PROGRAM OF NURSING

THE EDUCATIONAL POLICY SYSTEM

by

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EASTERN PENNSYLVANIA CLUSTER

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
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DEGREE OF DOCTOR OF EDUCATION

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ABSTRACT

This study was designed to provide Widener College with data to develop an admission policy for the registered nurse in the baccalaureate program of nursing. Subjects were the deans of fourteen accredited baccalaureate programs of nursing in the state of Pennsylvania. A letter and a questionnaire comprised of open-end and closed-end questions concerning admission policies and awarding of credit and advanced standing to the registered nurse were mailed to each school. There was a seventy-one per cent return rate. The replies showed that eighty per cent reserved spaces for registered nurses; thirty per cent had different admission policies for the registered nurse and the basic nursing student; ten per cent did have different admission policies for the associate degree nurse and the diploma nurse; all institutions accepted handicapped students; ten per cent reserved spaces for registered nurses from minority groups; all of the respondents indicated that they admitted the registered nurse for full-time and part-time status; all institutions surveyed indicated that transcripts from high school, nursing program and all colleges attended were part of the application; sixty per cent designated the College Entrance Examination to be required for admission; ninety per cent indicated that credit or advanced standing was awarded to registered nurses from a diploma program, while all of the institutions awarded credit or advanced standing to the associate degree nurse; eighty per cent awarded credit by examination of selected courses in the nursing major to the diploma nurse as compared to seventy per cent for the associate degree

nurse; eighty per cent utilized nursing challenge examinations; three institutions indicated that the student must achieve course objectives with a "pass" or "fail" grade for the course challenged. Implementation, revision, and evaluation of the admission policy are recommended.

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CHAPTER I

INTRODUCTION

With increased emphasis on continuing education, a major problem in nursing is to provide the registered nurse the opportunity to pursue a baccalaureate degree in nursing. Admitting the registered nurse to baccalaureate programs in nursing has long been a difficult and complex task because of the different admission requirements and the awarding of credit for previous courses taken.

The need to admit the registered nurse to Widener College's program in nursing has been expressed in informal discussions with nurse-faculty, the Dean of nursing, and the President of the College. There have been numerous inquiries from registered nurses as to the availability of such a program at the Center of Nursing at Widener College.

In the Summer of 1975, an investigation of open curriculum possibilities to admit the registered nurse in the program in nursing at Widener College was done. Based upon the data collected, it was the opinion of the Coordinators of nursing at Widener College, that there was a definite need to admit the registered nurse.

Nurse-faculty at Widener College has expressed concern that the registered nurse may choose to enter a discipline other than in nursing such as applied science, biology, education, and health science, to receive a bachelor's of science degree.

The problem for this practicum was to develop an admission policy

for the registered nurse in the baccalaureate program in nursing at Widener College.

Graduates of diploma programs and associate degree programs in nursing frequently decide to complete the requirements for the baccalaureate degree in nursing because they feel the need for further education as nurses and as individuals and because in many instances they must have the degree to meet job requirements. Providing further impetus for seeking a baccalaureate degree in nursing is the American Nurses Association's First Position on Education in Nursing (1965:107), "Minimum preparation for beginning professional nursing practice at the present time should be baccalaureate degree education in nursing."

A vital problem facing nurse academicians is the question whether or not advanced credit and/or advanced standing should continue to be offered for nursing courses completed by a graduate from either a diploma program in nursing or from an associate degree program in nursing, who has modified her goal orientation in nursing. In the past decades, a common practice of colleges and universities was to grant the diploma program graduate thirty-six to sixty hours of college credit for her nursing program to be applied toward a baccalaureate degree in nursing. Frequently, this was blanket credit, that is, credit awarded without any type of evaluative procedures or attempt to equate the diploma program courses with comparable college courses.

The pendulum now appears to be swinging in the opposite direction. The current trend is one in which the diploma program graduate and the associate degree nurse must meet all admission requirements of the particular college or university offering a baccalaureate program in nursing and if advanced standing or credit is awarded for her knowledge of nursing, it

is based upon careful evaluation of the applicant's credentials including scores on standardized nursing achievement examinations or teacher-made tests that attempt to cover the content derived from the objectives of a particular course.

The primary purpose of the nursing program at Widener College is to produce competent practitioners. If, therefore, influences external to the college, such as state legislation through the State Board of Nurse Examiners require an emphasis on professional competence, it is understandable that the energies of the nursing faculty will be spent in upgrading the quality of the graduate of the program (i.e., to admit the registered nurse to Widener's program in nursing).

Nursing programs for the registered nurse exist in baccalaureate programs of nursing. External groups influencing the admission policies include professional nursing groups, the state, and the federal government. Although not responsible to or for the educational program, the power they can and do exert cannot be underestimated. The National League for Nursing whose membership includes both registered nurses and individuals concerned about nursing exerts a powerful influence upon nursing educational programs. This organization was established for the purpose of improving standards of education for nurses. The National League for Nursing has been designated as the accrediting agency by the Department of Health, Education, and Welfare for nursing education programs that admit registered nurses.

The purpose of this investigation was to implement an admission policy for the registered nurse in Widener College's baccalaureate program in nursing. The study dealt with admission policies and awarding of credit for registered nurses in baccalaureate programs in nursing.

Admission policies and methods of awarding credit for registered nurses were explored.

The investigation was conducted by use of a questionnaire to collect information in order to develop an admission policy and awarding of credit for registered nurses in the baccalaureate program of nursing at Widener College (APPENDIX B).

A letter was sent to fourteen institutions in Pennsylvania that admit the registered nurse in baccalaureate programs of nursing, requesting completion of the questionnaire by the Dean of Nursing (APPENDIX A).

A list of admission policies and procedures identified from the questionnaire was shared with nurse-faculty, the Dean of Nursing, the Admission's Office, and the Registrar at Widener College. An admission policy for the registered nurse was then developed (APPENDIX D).

CHAPTER II

BACKGROUND AND SIGNIFICANCE

The significance of this study was to meet the following goals: (1) to ascertain admission policies pertaining to registered nurses in baccalaureate programs in nursing; and (2) to identify various methods of awarding credit to the registered nurse admitted to a collegiate program in nursing.

Gilliland (1974) found that the demand for admission to health career programs was growing rapidly and that qualified applicants outnumber available program openings. The admissions procedure should provide a logical, systematic process; should not be discriminatory by always selecting the applicants with the highest scores; and the procedure should be humanistic and offer a feeling of personal identity to the applicant.

State requirements are not always the same and entrance requirements may differ according to the geographic region. Students when interested in a specific health occupation program should write to institutions of their choice for information on entrance requirements among other things such as cost, program approval, etc. According to the Allied Health Education Program's Directory (1974) more people were engaged in nursing than in any other health occupation. There are four basic nursing programs which lead to licensure: Practical Nursing, Associate Degree, Diploma, and Baccalaureate Degree. Each of these programs which lead to licensure has its own special entrance requirements and it is important that the

applicant selects the educational program which meets his interests, goals, and ability. Among the many important assets to be a nurse are numerous attributes of which motivation is the most important (Allied Health Education Program's Directory, 1974).

According to Lins (1968) the admission process is that which authorizes a student to enter and attend classes at a college or university. Since individuals are admitted for different purposes, at different educational levels, and with different credentials, some differentiation in the admission process occurs. As a result individuals are classified as "freshman applicants" or "transfer applicants." Categorization provided convenient notation of the educational experience to be expected of the respective applicant and concurrently indicated the credentials to be required of each applicant. Categorization of applicants served to define the division of labor in the admissions office and within the educational institution.

Cartter (1971) found that there were two basic problems in private college admissions planning. One, the lack of means with which to evaluate alternate admissions, tuition, and financial aid policies in terms of net revenue, and second, lack of means with which to integrate behavioral objectives with educational and financial objectives.

According to Doermann (1968:48) administrators of institutions find it particularly difficult to address questions like the following, "How can we simultaneously plan financial aid funds and admission policies which explicitly reflect net revenue and student body alternatives?"

A study conducted by Albert (1971) concerning admission policies for students with a history of psychiatric treatment showed that the majority of colleges and universities responding to accept such applicants.

Psychological testing of all candidates before admission of all accepted students at the beginning of the first semester may reveal serious emotional problems.

According to Menacker (1973) the completion of specific patterns of courses in high school did not predict a student's performance in college. Such an admission policy was considered poor if more reliable criteria were not used in determining eligibility for college admission.

Cattle (1972) found the selection process based on academic criteria was more concerned with choosing students who would be an academic success while in the two or four-year college and not necessarily a success after graduation. This policy worked well for a student who resigned himself to the competitive race for grades and rigid study patterns. Studies showed that there was no notable relationship between grades and post-college performance. Cattle (1972) suggested that it might be well to consider the creative student by using a more humanistic approach when selecting students.

Astin (1973, 1974) found that the emphasis and interest given to minority admissions had peaked and is now declining. The most direct evidence of this was the decline in percentage of new black freshman enrollment nationally from six percent in 1973 to five percent in 1974. These data differ from those reported by the American Council on Education (1972) who reported 3.4 percent in 1974, 3 percent in 1973, and 3.5 percent in 1972.

The worsening economic future of higher education appeared to portray a particularly pessimistic outlook for minority admission in the future. Universities indicated the negative effects and predicted they

would get worse. Cartter (1974) expected that enrollment in higher education would remain relatively stable in the 1970's and decline in the 1980's. This would indicate that many schools would be less concerned with selection of students and more concerned with recruiting.

The evidence seemed quite clear that we have made only modest beginnings at eliminating the racism that kept minorities out of large U.S. universities for years (Sedlacek, 1974; Sedlacek and Brooks, 1975).

Minorities would take a longer time to adjust to a white campus according to Farver (1975), cutting minority programs would have a disasterous effect on both the admission and retention of minority students.

Fields (1975) stated evidence supporting our possible slip back to "the good old days" of 1969 which can be found in the trends in fewer selection criteria employed by schools and fewer schools using open admissions. Both increased in the early 1970's and have now declined to near 1969 level. Fear of the implications of the Buckley Amendment may have caused some schools to avoid interviews and letters of recommendation. The minority student was more likely to be negatively affected by this. There have been a number of studies which have indicated problems with using traditional predictors (standardized tests and high school record) to select minority students (DiCesare, 1972; Pfeifer, 1971; Farver, 1975).

The Carnegie Commission of Higher Education (1973:8) said of the learning society that it implied a situation in which

> nearly every person would have formal educational opportunities available in nearly every circumstance of life, and may if not most would avail themselves of these opportunities. Furthermore, that learning would be at or near the center of activity for substantial portions of individuals' lives and of many of the functions of society.

Lenburg (1974) defined open curriculum as a broad general term that has been used by the National League for Nursing and others in nursing over the past decade to describe a variety of concepts and approaches which facilitate advanced placement or mobility in nursing education programs. Originally it was applied to programs for registered nurses seeking baccalaureate degrees, but more recently it has become to be applied to all levels in nursing education where students are seeking upward mobility and additional preparation. Its meaning was clarified in the position statement endorsed by the National League for Nursing Board of Directors (1970) and in the subsequent report on the National League for Nursing Open Curriculum Project (Lenburg, 1974).

According to Kerr (1973) all of the major commission reports for the last three decades, culminating with the recent Newman Report, have emphasized the theme of universal access to postsecondary education.

The U.S. Office of Education (1971) found some disturbing trends on the national level; uniformity and growing bureaucracy, isolation of students and faculty from the real world, and a growing rigidity of structure. As Valentine (1974) stated, the Newman Report recommended the need for more diversity and responsiveness based on a broader concept of what a student is, what a college is, and how one gets an education. The Newman Committee described as "educational apartheid" the descrimination against non-traditional students, particularly those who were older than the typical college age.

In terms of admission policies toward students with previous experience or education, Johnson (1971) reported results of his survey which suggested a general receptivity that offers considerable promise for the eventual success of the open curriculum. Among all types of schools,

over ninety percent answered affirmatively the question about admission of persons with relevant experience or education.

In Johnson's (1971) study on admission of students with previous education and experience, there was found to be a wide variation among types of programs in the use of particular methods for granting credit. Credit by examination for selected courses in the nursing major was found to be more prevalent in baccalaureate than in diploma programs, about seventy-two percent for the former as compared to forty percent for the latter.

Johnson (1971) also found that credit by comprehensive examination of the nursing field was the least popular method.

The National League for Nursing (1966) reported that some tests have been developed to determine the admission of registered nurses to collegiate programs in nursing, and a number of tests developed for other purposes have been used at one time or another for advanced placement.

Boyle (1966:29) reported,

> Ninety-three accredited programs admitted registered nurses to baccalaureate programs of nursing. There were one-hundred and seventy-one non-accredited programs which also reported enrollments and graduations of registered nurse students.

Verbal scores, according to Miller (1971), have been shown to be one of the best predictors of college success. Evidence exists which shows it is erroneous in predicting academic success in at least some cases (Doermann, 1968).

In a general discussion of the credit system, Warren (1974) observed that the use of credit to signify the successful completion of a college course was a firmly entrenched but recent phenomena, having blossomed after the arrival of the elective system in American colleges.

The meaning of credit was derived from a degree and the ultimate comparibility rests on what a degree meant (Heffernan, 1973).

Warren (1974:128) related difficulties encountered in assigning credit for non-traditional study to problems with the credit system. He argued,

> In principle, the measurement of learning was unaffected by the process through which the learning was acquired. Thus the measurement of non-classroom learning ought to be no more difficult than the measurement of classroom learning.

He attributed the slowness in crediting non-traditional study to the feeling of unfamiliarity with out-of-class learning, difficulty in validation, and the possibility of error and fraud in claims of competence.

Because of the value of academic credit, its use to recognize learning other than traditionally academic has drawn calls for caution. Nelson (1974) discussing the growth of external degree programs, suggested that they have been boosted by a lack of distinction between academic competencies and educational experiences, where academic competencies, are a narrow subset of the educational experiences.

Bowen (1973:276) pointed out,

> There is a growing disposition to accept for credit learning from all sources, and not to confine the granting of credit to that learning achieved under the auspices or guidance of a college or university.

Burnette (1971) argued that an unequivocal, printed statement was necessary, one that specified the amount of credit a student can receive by examination, for what score, and for how much money. He described policies at Florida Southern whereby a student may earn credit by examination for any course in the catalog, if he has not already received

credit for it from the college.

According to Burnette (1971) a myriad of other policy questions must be considered, such as who is eligible to take the exams, who decides cut-off scores, must scores be equated with specific courses, and may a professor disallow credit by examination for his discipline. The result of a clear policy was that good students and new students, such as adults and veterans, were attracted by it. Although Enger and Whitney (1974:236) were in agreement with Burnette in describing the difficulties associated with adopting standardized exams for local crediting use, they stated, "With their wide use, CLEP examinations have come to represent a common currency; many colleges and universities now accept CLEP scores for credit in lieu of college coursework."

Katzell (1973) suggested that if blanket credit was given for previous education, such as in diploma or associate degree programs, then possibility no tests need to be given.

Katzell (1973:455) suggested,

> If we can agree that students should not be required to spend money and time taking courses designed to provide knowledge they already have, then we can consider allowing them to take equivalency examinations covering the broad category of general education.

Hess (1973) found that some college-level programs were requiring registered nurse applicants to take aptitude and reading tests so the college can take account of the ability level of the students they were considering. The college was then able to see how the individual nurse applicant compared with its own students in terms of these skills, so that selection and guidance could be based on relevant data. The college could then provide remedial assistance, if it was evident that it would be needed

to help the admitted registered nurse meet the demands of the program.

Fenninger (1968) noted that if the philosophic position of baccalaureate education for nursing is tenable, in terms of the need for general education as a base for professional education, it should follow that the registered nurse who can meet college standards on challenge examinations should be exempt from the general education component of the baccalaureate program. Some baccalaureate programs in nursing may not yet be ready to accept so radical a departure from present practice, or other questions are at issue that cannot be answered by scores on CLEP general examinations.

Dunlap (1973) suggested to test the registered nurse's content knowledge in the clinical areas, National League for Nursing's baccalaureate achievement tests in medical-surgical nursing, maternal-child nursing, applied natural sciences, could be used. These proficiency tests can be utilized by registered nurses in their admission and placement.

According to Schneider (1974) tests, such as the National League for Nursing's Pre-Nursing and Guidance Test, are useful in guiding and placing students and for grouping them for instructional purposes. The unique contribution of standardized tests is their ability to assist in the evaluation of the school's curriculum by measuring student attainment of widely-accepted educational objectives.

There has been an increasing interest in the use of National League for Nursing's achievement tests as proficiency or challenge examinations. Two examples of such tests are the baccalaureate level tests for registered nurses who graduated from either an associate degree or a diploma program and the three Basics in Nursing (fundamentals of

Nursing) tests for licensed practical nurses entering registered nurse programs (Schneider, 1974).

The National League for Nursing, Brochure of National League for Nursing Achievement Tests for Schools Preparing Registered Nurses (1974) found that the coefficient of estimated reliability can vary from 0.00 to 1.00. For National League for Nursing achievement tests, the coefficients of estimated reliability generally ranged between .70 and .90.

Some colleges granted credit on a delayed basis or after a probationary period. The student's previous development was given official recognition as counting toward a degree after he proved his ability to do advanced level work (Hangartner, 1966).

Murray (1961) believed that the granting of advanced placement and college credit on the basis of challenge examinations is here to stay.

Kurland (1966) suggested the following guidelines be followed to assist colleges in establishing their policies with respect to credit by examination: (1) The examination score should be accepted as the sole basis for determining credit; (2) Credit should be awarded only if it will be accepted toward meeting the requirements of a degree offered by the institution; (3) Ordinarily credit should be granted only for performance above the minimum required for earning credit in courses; (4) Standards for granting credit by examination should be high; (5) A limit should be placed on the amount of credit toward a degree that can be earned by examination; and (6) Credit earned by examination should be indicated on the transcript.

Malkin (1966) claimed that registered nurses who meet the admission requirements of the college are eligible for transfer credit for courses they have completed elsewhere, if they can provide a transcript of

credit from a regionally and nationally accredited college or university and if the courses meet the requirements of the baccalaureate program in nursing.

According to Hess (1973) a study of nursing programs revealed loopholes in some standard recruiting policies and unexpected patterns of application in others. The result was the loss of many applicants to nursing.

The problem for this practicum pertained to the Educational Policy Module since a comprehensive study of the formulation of educational policy in the U.S., the organizations and influence groups that are concerned with policy in higher education and their impact, and the processes which policies are developed at the institutional level led to this practicum investigation. It was while investigating the feasibility of admitting the registered nurse to the program in nursing at Widener College that the writer identified the problem for this practicum, which was, to develop an admission policy for the registered nurse student in the baccalaureate program of nursing at Widener College (APPENDIX D).

CHAPTER III

PROCEDURES

After an extensive review of literature was performed on admission policies pertaining to the registered nurse student in baccalaureate programs of nursing and policies pertaining to the awarding of credit, the writer sent a letter (APPENDIX A) to fourteen deans of nursing in baccalaureate programs of nursing in the State of Pennsylvania that admit the registered nurse (APPENDIX D), requesting completion of the questionnaire (APPENDIX B).

The concerns of the study were divided into two sections on the questionnaire (APPENDIX B). The two sections on the questionnaire related to policies of institutions regarding (1) admission in nursing, and (2) policies relating to awarding of credit.

The questionnaire consisted of a two-page, ten item, open-end and closed-end questions concerned with the institution's policies for admitting the registered nurse and awarding of credit.

The number of questions on the questionnaire were kept to a minimum, ten in number, for the purpose of arousing interest in the participant to complete the form and for the investigator to obtain data.

It was not intended that all of the institution's policies be examined for effects on admissions. The policies chosen were two in which the admission officers would most likely be involved.

The questions were open-end providing opportunity for varied

responses to the admission policy and policies relating to awarding of credit utilized at the participating institution.

Relating to admission policies for the registered nurse, three questions required a check for either a "yes" or "no" response pertaining to the institution's policy on the percentage of the registered nurses admitted to the program, different admission policies for the registered nurse and the basic nursing student, and different admission requirements for the associate degree nurse and the diploma nurse. If the response was affirmative, the participant was asked to give a further explanation.

The other two questions that required the participant to check a "yes" or "no" response were designed for the participant to indicate whether or not they accepted physically handicapped students and if they reserve spaces for the registered nurse applicant from minority groups.

For two questions, the respondent was asked to check the items that registered nurse applicants are required to submit as part of their application for admission and the other question required the respondent to check if the registered nurse can be admitted for full time status, part time status, or full and part time status.

Three questions relating to the institution's policies concerned with awarding credit were designed for the respondent to check either a "yes" or "no" response.

One question required the respondent to check the methods utilized to award credit or advanced standing for the registered nurse from a diploma or an associate degree program, if the respondent indicated an affirmative response.

The last two questions required the respondent to indicate the criteria and the credit given for satisfactorily completing challenge

examinations and if credit or advanced standing was given to the registered nurse, then the respondent was asked to indicate if the time required to complete the program was thereby reduced.

For a broad representative sample, deans of nursing in public and private baccalaureate programs of nursing that admit the registered nurse, in the state of Pennsylvania, were contacted. The schools were accredited by Middle States Association of Colleges and Secondary Schools as identified in the 1973 Junior College Directory.

It was felt by the writer that fourteen institutions would be enough to obtain adequate data concerning the policies relating to admission and awarding of credit for registered nurses in baccalaureate programs of nursing in the State of Pennsylvania (APPENDIX D).

To check for validity of the questionnaire, the writer summarized questions from the review of literature relating to admission policies and rewarding of credit for the registered nurse. A large number of faculty, other than in nursing, reviewed the questionnaire. After revising the questionnaire, the faculty's responses indicated that the questions were clear and not ambiguous.

Because of the limitation of time for the study to be completed, the writer did not do a check on the reliability of the questionnaire, which could be a possible source of error. No procedure for estimating reliability of the questionnaire was done.

The main source of data collection was the questionnaire that was specifically designed for this study. Deans of nursing were asked to complete the questionnaire in order to collect the following information: the percentage of registered nurses admitted to the baccalaureate program of nursing; admission policies as they relate to the registered nurse

student and the basic nursing student; admission policies for the associate degree nurse and the diploma nurse; admission of physically handicapped students in the nursing program; spaces reserved for registered nurses from minority groups; whether or not the institution admitted registered nurses for only part time, full time, or both full and part time status; items required for the registered nurse applicant for admission by the institution; credit or advanced standing given to the registered nurse from either a diploma program or an associate degree program; criteria and credit given for satisfactorily completing the nursing challenge examination; and if the time required to complete the program was reduced if credit or advanced standing was given to the registered nurse student.

The questionnaires were mailed on October 1, 1976 to fourteen deans of nursing. The institutions utilized in this study are listed (APPENDIX C). This mailing included one copy of the questionnaire (APPENDIX B) and a cover letter (APPENDIX A). The cover letter with the questionnaire gave the questionnaire some standardization and credibility. Ten of the returned questionnaires, or seventy-one percent, were usable.

Since the questionnaires had to be mailed to the institutions, the following things were done to ensure a one-hundred percent return rate: (1) The questionnaire was short; (2) A self-addressed stamped envelope was sent with the questionnaire (APPENDIX B) accompanied by a letter (APPENDIX A).

It should be noted that this high return rate would not indicate bias in the institutions and would not be a source of error in the data analysis. One thing in common was that a majority of the respondents did return the questionnaire, ten or seventy-one per cent.

The admission policies pertaining to the registered nurse and the awarding of credit from baccalaureate programs of nursing were collected and analyzed from the questionnaires returned. A list of admission policies for registered nurse applicants was given to the Dean of nursing, the Admissions Officer, and the Registrar at Widener College for discussion and recommendation.

The writer has identified the following limitations in the study: (1) Since there were only fourteen baccalaureate programs in nursing that admit registered nurses in the state of Pennsylvania, the sample size was small; (2) The sample consisted only of baccalaureate programs of nursing that admit the registered nurse in the state of Pennsylvania; and (3) There was no reliability check on the questionnaire.

For purposes of this investigation, the writer assumed the following: (1) All institutions of nursing have an admission policy for the registered nurse applicant; (2) The dean of nursing is knowledgeable of the admission policies and awarding of credit to registered nurse applicants at their institutions; (3) Admission policies for the registered nurse applicant are implemented at the institution; (4) All policies pertaining to awarding of credit are measureable; and (5) All questionnaires returned in the study would be completed.

CHAPTER IV

RESULTS

In this study on developing an admission policy for the registered nurse at Widener College, fourteen baccalaureate programs of nursing that admit the registered nurse were contacted in the state of Pennsylvania. Ten or seventy-one per cent of the questionnaires were returned (APPENDIX C).

As indicated in Table 1, eight out of ten respondents or eighty per cent indicated that a certain percentage of registered nurses were admitted to the baccalaureate program of nursing. Two respondents or twenty per cent did not restrict the number of registered nurses admitted to their program. The percentage of registered nurses admitted ranged from ten per cent to twenty-five per cent. One institution indicated that the senior year enrollment of registered nurses could not exceed twenty per cent of the total student body in their program of nursing.

Table 1

Percentage of Registered Nurses Admitted to Baccalaureate Programs Of Nursing

Response	Number of Institutions	% Replied
Yes	8	80%
No	2	20%
TOTAL	10	100%

Three out of ten institutions or thirty per cent designated that they had different admission policies for the registered nurse and the basic nursing student (Table 2). Two respondents commented that the

registered nurse must be licensed in the state of Pennsylvania. The majority of institutions, seven out of ten or seventy per cent, indicated that there were no different admission policies for the registered nurse and the basic nursing student.

Table 2

Difference in Admission Policies
Between the Registered Nurse and the Basic Nursing Student

Response	Number of Institutions	% Replied
Yes	3	30%
No	7	70%
TOTAL	10	100%

As shown in Table 3, nine out of ten respondents or ninety per cent did not have different admission policies for the registered nurse who is a graduate from either an associate degree program in nursing or a diploma program in nursing. One respondent replied that the associate degree nurse may transfer certain credits that pertain to their program.

Table 3

Difference in Admission Policies
Between the Associate Degree Graduate and the Diploma Nurse Graduate

Response	Number of Institutions	% Replied
Yes	1	10%
No	9	90%
TOTAL	10	100%

All of the ten respondents or one-hundred per cent indicated that handicapped students were accepted in their baccalaureate programs of nursing. One respondent replied, "As long as the handicap doesn't interfere with professional practice." Another respondent answered, "It depends upon the handicap" (Table 4).

Table 4

Physically Handicapped Students
Admitted to Baccalaureate Programs of Nursing

Response	Number of Institutions	% Replied
Yes	10	100%
No	0	-
TOTAL	10	100%

The majority of respondents, nine out of ten or ninety per cent indicated that they did not reserve spaces for registered nurses from minority groups. Only one institution indicated that ten per cent of the registered nurses from minority groups were admitted to their baccalaureate program of nursing (Table 5).

Table 5

Reserved Spaces for Registered Nurses from Minority Groups

Response	Number of Institutions	% Replied
Yes	1	10%
No	9	90%
TOTAL	10	100%

All of the respondents, ten or one-hundred per cent, indicated that they admitted the registered nurse for full and part time status (Table 6).

Table 6

Admission Status for the Registered Nurse

Response	Number of Institutions	% Replied
Yes	10	100%
No	0	-
TOTAL	10	100%

When asked for the items required for admission from the registered nurse applicant to a baccalaureate program of nursing, ten respondents or one-hundred per cent indicated that original transcripts from high school, nursing school, and all colleges attended be part of the registered nurse application for admission (Table 7). No other transcripts or forms were required by the respondents.

Six or sixty per cent of the respondents designated that they required the College Entrance Examination, while none of the institutions required the Seltzer Examination or the National League for Nursing Examination (Table 7).

Table 7

Items Required from the Registered Nurse Applicant for Admission

Item Required	Number of Institutions	% of Response
High school transcript	10	100%
Nursing School attended	10	100%
Transcripts from all colleges attended	10	100%
Other	0	-
College Entrance Exam	6	60%
Seltzer Exam	0	-
National League for Nursing Exam	0	-

Nine out of ten respondents in the study or ninety per cent indicated that credit or advanced standing was given to the registered nurse who is a graduate from a diploma program of nursing. One respondent replied th[at] the registered nurse, "May challenge nursing courses, but credit could not be given from a non-university program" (Table 8).

Table 8

Credit Or Advanced Standing
for the Registered Nurse Diploma Graduate

Response	Number of Institutions	% Replied
Yes	9	90%
No	1	10%
TOTAL	10	100%

Ninety per cent of the respondents checked various methods of awarding credit and advanced standing to the diploma registered nurse (Table 8). Two respondents or twenty per cent indicated that they allowed credit for specific types of formal training elsewhere without examination; Eight or eighty per cent indicated that they awarded credit by examination of selected courses in the nursing major; Four or forty per cent granted credit through comprehensive examination of the nursing field; Six or sixty per cent gave credit by examination of laboratory competencies; and none of the respondents indicated other methods utilized at their institution (Table 9).

Table 9

Methods of Awarding Credit and Advanced Standing to the Diploma Registered Nurse

Methods	Number of Institutions	% Replied
Allowed credit for specific types of training elsewhere without examination	2	20%
Awarded credit by examination of selected courses in the nursing major	8	80%
Awarded credit through comprehensive examinations of the nursing field	4	40%
Awarded credit by examination of laboratory competencies	6	60%
Other methods used	0	-

All of the ten respondents or one-hundred per cent indicated that credit or advanced standing was given to the associate degree registered nurse (Table 10).

Table 10

Credit or Advanced Standing for the Associate Degree Registered Nurse

Response	Number of Institutions	% Replied
Yes	10	100%
No	0	-
TOTAL	10	100%

The methods of awarding credit and advanced standing to the associate degree registered nurse were indicated by all of the respondents (Table 10). Four or forty per cent allowed credit for specific types of formal training elsewhere without examination; Seven or seventy per cent gave credit by examination of selected courses in the nursing major; Three or thirty per cent awarded credit through comprehension examinations of the nursing field; Five or fifty per cent granted credit by examination of laboratory competencies; and none of the respondents indicated other methods utilized at their institution (Table 11).

Table 11

Methods of Awarding Credit and Advanced Standing to the Associate Degree Registered Nurse

Methods	Number of Institutions	% Replied
Allowed credit for specific types of training elsewhere without examination	4	40%
Awarded by examination of selected courses in the nursing major	7	70%
Awarded credit through comprehensive examinations of the nursing field	3	30%
Awarded credit by examination of laboratory competencies	5	50%
Other methods used	0	-

Eight out of ten respondents or eighty per cent indicated that they offered challenge examinations in nursing to registered nurse students in their program. Two respondents indicated that they did not offer challenge examinations to the registered nurse (Table 12).

Table 12

Number of Baccalaureate Programs of Nursing Offering Challenge Examinations to the Registered Nurse

Response	Number of Institutions	% Replied
Yes	8	80%
No	2	20%
TOTAL	10	100%

Table 13 summarizes the criteria and credit for satisfactorily

completing requirements for the challenge examination, as indicated by eight respondents. Three out of eight respondents indicated that the registered nurse student must achieve the course objectives with a "pass" or "fail" grade for the challenge examination.

Table 13

Criteria and Credit Awarded for Challenge Examinations

Criteria and Credit Awarded	Number of Institutions
Must have completed one full semester satisfactorily, 12 credits; Must follow the stated sequence; Credit given is "pass" or "fail."	1
Examination of the nursing field must relate to basic theory; lab competencies must be demonstrated in the clinical area over a period of half a term; Student receives P/F for the examination.	1
Passed successfully two nursing courses; given full course credit and a letter grade for the course.	1
Receive a passing grade in all courses and 70% on the challenge examination.	1
Achieve the course objectives with a "pass" or "fail" grade for the course challenged.	3
Must have a "C" or above grade and can only challenge half of the nursing major, 18 of 35 credits, on a P/F basis.	1
TOTAL	8

Eight out of ten respondents indicated that the time for the registered nurse to complete the baccalaureate program of nursing would be reduced if credit or advanced standing was given (Table 14).

Table 14

Reduced Time to Complete the Baccalaureate Program of Nursing

Response	Number of Institutions	% Replied
Yes	8	80%
No	2	20%
TOTAL	10	100%

CHAPTER V

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

In order to develop an admission policy for the registered nurse applicant which could meet the needs and desires of faculty and administration at Widener College, the writer designed a questionnaire that pertained to the admission policies and awarding of credit or advanced standing for registered nurse applicants utilizing baccalaureate programs of nursing that admit registered nurses.

The institutions utilized in this study are shown in APPENDIX C. There were ten respondents or seventy-one per cent returned. The results indicated that eight out of ten respondents or eighty per cent indicated that a certain percentage of registered nurses were admitted to the baccalaureate program of nursing (Table 1).

At Widener College the number and percentage of registered nurses admitted would depend upon a number of factors: (1) the availability of clinical facilities; (2) the budget for hiring additional faculty; and (3) the feasibility of implementing a weekend program for the registered nurse. It was the feeling of the dean of nursing that a certain percentage of registered nurses would be admitted to the baccalaureate program of nursing at Widener College.

The findings related to the admission policies between the registered nurse student and the basic nursing student revealed that the

majority of baccalaureate programs of nursing, seven out of ten or seventy per cent stated that there were no differences in admission policies between the two (Table 2). One respondent indicated that the registered nurse must be licensed in the state of Pennsylvania. Two respondents stated that the registered nurse must have passed State Boards and have a 2.5 average for the nursing program attended. At Widener College, the dean of nursing and the admissions officer identified two differences in the admission policy between the registered nurse student and the basic nursing student. The registered nurse student must complete the final forty-five semester hours required for the degree in residence at the college. The basic nursing student is not permitted to challenge nursing courses and is required to complete sixty-four credits before entering the nursing major.

According to the results that pertained to the differences in admission policies between the associate degree nurse and the diploma nurse, nine out of ten respondents or ninety per cent indicated no differences in admission policies between these two nursing programs (Table 3). One participant indicated that the associate degree nurse may transfer certain credits that pertain to their program.

At Widener College there may be differences in the admission policy between the associate degree nurse and the diploma nurse. The differences would be: (1) No credit would be given to the diploma nurse for courses taken in the diploma program of nursing; and, (2) College credit would be given for liberal arts and science courses taken only in a college or a university. Both the associate degree nurse and the diploma nurse may challenge nursing courses.

All of the respondents, ten or one-hundred per cent indicated that they accepted handicapped students in their baccalaureate programs of

nursing (Table 4). One respondent stated, "As long as the handicap doesn't interfere with professional practice", and another respondent stated, "It depends upon the handicap."

At Widener College there is no discrimination in the admission of handicapped students. Handicapped students are admitted to the nursing program with the understanding that they must achieve course objectives otherwise they would fail the course. This policy would also be applicable to the registered nurse applicant.

One finding of this study indicated that a majority of respondents, nine or ninety per cent indicated that they did not reserve spaces for registered nurses from minority groups. One respondent indicated that ten per cent of the registered nurses from minority groups were admitted to their baccalaureate program of nursing (Table 5). At Widener College, basic nursing students from minority groups are admitted to the nursing program. Registered nurse applicants from minority groups may be admitted according to the College's policy of non-discrimination. The admissions officer questioned the legality of reserving spaces for registered nurses from minority groups. The National League for Nursing would have to be consulted whether or not it is legal to reserve spaces for registered nurses from minority groups.

All of the respondents indicated that the registered nurse was admitted for both full and part-time status. At Widener College, the registered nurse may be admitted for both full-time status and part-time status.

Results from the questionnaire relating to items required for admission from the registered nurse applicant to a baccalaureate program of nursing revealed that all of the respondents required original

transcripts from high school, nursing school and all colleges attended, to be part of the registered nurse application for admission (Table 7). No other forms or transcripts were required by the respondents.

The dean of nursing, the admissions officer, and the registrar at Widener College will require the registered nurse applicant to submit transcripts from high school, nursing program, and all colleges attended.

The main examination required for entrance to the nursing program was identified by six or sixty per cent of the respondents as the College Entrance Examination, while at Widener College, the SAT or ACT or equivalent is required for admission of the basic nursing student. The Admissions Officer indicated that the student would be required to submit one of the following: (1) SAT or ACT scores; (2) two advanced placement courses; or (3) several College-Level examinations, to prove that the student is capable of challenging courses. This requirement may be the same for the registered nurse student. No other examinations for admission were required by the participants.

The findings of this study indicated that the majority of institutions, nine out of ten, or ninety per cent indicated that advanced standing and awarding of credit was given to the registered nurse from a diploma program of nursing (Table 8), while all of the respondents indicated that credit or advanced standing was given to the associate degree nurse (Table 10).

At Widener College, the registered nurse from either a diploma program in nursing or an associate degree nursing program may be given advanced standing by having to complete forty-five credits at Widener College as opposed to completing sixty-four credits by the basic nursing student. Credit for prerequisite courses taken in a college or a

university would be awarded to the registered nurse applicant and would be transferable to Widener College if a letter grade of "C" or higher is achieved for the course. Electives taken elsewhere may be transferable to Widener College with a letter grade "D". As indicated by one respondent in the study, "No credit would be given for a non-university program" in their program of nursing.

From the responses from the questionnaire, the writer identified various methods of awarding credit and advanced standing to registered nurse applicants. Two respondents or twenty per cent indicated that they allowed credit for specific types of formal training elsewhere to the diploma nurse graduate (Table 9), while four or forty per cent allowed credit for specific types of formal training elsewhere to the associate degree nurse (Table 11). At Widener College, both the diploma nurse and the associate degree nurse may be awarded credit for life experiences.

Eight or eighty per cent indicated that they awarded credit by examination of selected courses in the nursing major for the diploma nurse graduate (Table 9), while seven or seventy per cent awarded credit by examination of selected courses in the nursing major for the associate degree nurse (Table 11). The registered nurse applicant at Widener College may be awarded course credit for satisfactorily completing selected nursing courses at Widener College or nursing courses successfully challenged in other accredited nursing programs and institutions.

Four or forty per cent of the respondents indicated that they granted credit through comprehensive examinations of the nursing field to the diploma nurse (Table 9), while the associate degree nurse was awarded credit through comprehensive examinations of the nursing field as indicated by three respondents or thirty per cent (Table 11). At Widener College

the registered nurse student may receive credit by successfully completing comprehensive nursing examinations. The registered nurse may challenge the nursing course only once. If she fails the challenge examination then she must take the course.

There were similarities in the number of respondents to awarding credit by examination of laboratory competencies to the registered nurse. Six or sixty per cent awarded credit to the diploma nurse (Table 9), while five or fifty per cent awarded credit to the associate degree nurse (Table 11). The registered nurse student at Widener College may be able to challenge the clinical component of a nursing course and be awarded credit if the theoretical component is passed satisfactorily.

None of the respondents indicated other methods of awarding credit and advanced standing to registered nurses (Table 9) and (Table 11). No other methods may be utilized at Widener College for awarding credit and advanced standing in nursing.

The majority of the institutions, eight out of ten indicated that they offered nursing challenge examinations to the registered nurse (Table 12). Nursing challenge examinations need to be developed in order to be offered to registered nurses at Widener College. The registered nurse may challenge only fifteen credits of her nursing major.

Criteria and credit awarded for nursing challenge examinations for the registered nurse in the nursing major are shown in Table 13. Three respondents indicated that the student must achieve the course objectives with a "pass" or "fail" grade for the course challenged. This criterion for awarding credit for nursing challenge examinations for the registered nurse may be implemented at Widener College but must be approved by the Curriculum Committee. The current policy for awarding credit for courses

in the major at Widener College is that a letter grade is given regardless if the course is challenged or not.

Eight out of ten respondents of the nursing programs cited that the time required to complete the baccalaureate program of nursing was reduced (Table 14). Since nursing challenge examinations may be offered to registered nurses at Widener College, the time to complete the program may be reduced.

From the results of this study, the writer identified the following implications: (1) The results from the questionnaire were utilized in developing an admission policy for the registered nurse; and (2) An admission policy for the registered nurse may be implemented at Widener College in the Spring, 1977. The proposed admission policy for the registered nurse applicant at Widener College is shown in Appendix D.

The data was collected and analyzed and the findings were used to make recommendations in the development of an admission policy for the registered nurse in the baccalaureate program of nursing at Widener College. The following recommendations are proposed through the appropriate governance channels to accept and implement the developed admission policy for the registered nurse at Widener College.

(1) The admission policy for the registered nurse should be implemented in the Spring, 1977. It is anticipated that the President of the College may endorse the proposed admission policy for the registered nurse in the baccalaureate program of nursing at Widener College.

(2) A Coordinator, under the aegis of the Center of Nursing, may carry out the proposed admission policy for the registered nurse. This individual would commence her duties in the Spring, 1977. The Coordinator would handle any problems that the registered nurse would encounter in the

program. The Coordinator and a Consultant from the National League for Nursing would be utilized to assist in curriculum planning for the registered nurse.

(3) The Dean of Nursing and other administrative personnel may serve as resource persons and need not be involved with the total selection process.

(4) The admissions officer and the registrar should enforce established state laws and school policy procedures that pertain to the registered nurse applicant.

(5) Students, faculty and administration should be encouraged to participate in governance, curriculum planning, and the development of policies affecting the registered nurse's welfare.

(6) Federal funds should be sought to allow for expansion for the existing nursing program and to promote further development of the registered nurse program.

(7) Students and faculty should be encouraged to participate in community activities in order to promote visibility of the admission policy for the registered nurse at Widener College.

(8) A plan should be developed to increase the number of nursing faculty prepared to teach in the nursing program at Widener College by stimulating more registered nurses to seek a bachelor of science in nursing degree.

(9) The admission policies for the registered nurse applicant should be carefully scrutinized and reappraised periodically.

(10) A follow-up study should be made to ascertain trends and developments in the policies and procedures for the admission of the registered nurse in baccalaureate programs of nursing. As the rate of

registered nurse applicants increases, changes should take place in the policies and procedures for the institutions of higher education in Pennsylvania. Studies of these changes would be helpful to both the institutions and the potential registered nurse applicants.

(11) Follow-up studies of the success of the baccalaureate program in nursing admitting registered nurses at Widener College should be periodically made. These studies would be helpful to other baccalaureate programs in nursing for the selection of registered nurse applicants.

(12) The National League for Nursing should be asked to consider granting accreditation to the total baccalaureate program of nursing at Widener College that would admit the registered nurse as well as generic nursing students.

Developing an admission policy to admit the registered nurse to the baccalaureate program of nursing has been identified by faculty and administration as one of the main tasks for the Center of Nursing at Widener College. An admission policy was needed for the registered nurse. If we are to remain a viable, effective, teaching institution, we must effect change which will affect a more cohesive faculty, student body, and administration, dedicated to admitting all registered nurses from various programs to the baccalaureate program of nursing at Widener College.

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APPENDIX A

October 1, 1976

Dear Colleague,

A problem of rapidly increasing importance in American Higher Education is the admission of the registered nurse in a baccalaureate program of nursing.

The purpose of this study is to collect information on admission policies in baccalaureate programs in nursing that admit the registered nurse. In addition to its prime purpose, the study will fulfill requirements for a doctoral program at Nova University.

Please complete the enclosed questionnaire which deals with the admission policies and rewarding of credit for the registered nurse. Any materials such as the institution's catalogue, brochure, and pamphlets, that would be pertinent regarding the admission policy for the registered nurse would be appreciated.

Enclosed is a stamped, addressed envelope for your convenience in returning the completed questionnaire. An early reply would be of great assistance. It would be appreciated if this questionnaire could be returned by November 13, 1976.

Thank you for your assistance in this endeavor.

Sincerely,

Patricia A. Stepsus

Patricia A. Stepsus
Assistant Professor of Nursing

APPENDIX B

DEVELOPMENT OF AN ADMISSION POLICY FOR THE REGISTERED NURSE IN A COLLEGIATE PROGRAM OF NURSING

Name of Institution _____

Please answer each question carefully. Provide a check (x) in the appropriate areas and a written response when indicated.

I. Admissions Policies for the Registered Nurse In a Baccalaureate Program in Nursing

1. ___Yes ___No Is there a certain percentage of registered nurses that are admitted in your baccalaureate program of nursing? If yes, what is the percentage?_____

2. ___Yes ___No Are there different admission policies for the registered nurse and the basic nursing student? If yes, please explain._____
_____
_____
_____
_____

3. ___Yes ___No Does the registered nurse from the associate degree program in nursing have different admission requirements than the registered nurse from a diploma program in nursing? If yes, please explain. _____
_____
_____
_____
_____

4. ___Yes ___No Do you accept physically handicapped students?

5. ___Yes ___No Do you reserve spaces for registered nurses from minority groups?

6. Please check (x) the appropriate response. The registered nurse can be admitted to you institution for:
_____ Full time status
_____ Part time status
_____ Full and part time status

7. Please check (x) those items that registered nurse applicants are asked to submit as part of their application for admission.

A. Original transcript from each school attended
_____ High School
_____ Diploma program of nursing
_____ All colleges attended
_____ Other. Please list._____
_____

B. Entrance examinations for admission
_____ College Entrance Examination
_____ Seltzer Examination
_____ National League for Nursing examination. If yes, indicate which League examinations you require and the criteria for satisfactory performance. _____
_____
_____
_____

_____ Other, please indicate. _____.

II. Admission Policy Relating to Rewarding of Credit for The Registered Nurse

8. Does you institution grant credit or advanced standing to the registered nurse who is a graduate from a

A. ___Yes ___No Diploma program of nursing. If no, please explain. _____
_____
_____
_____

If yes, check (x) the methods to give credit or advanced standing.

_____ Allowing credit for specific types of formal training elsewhere without examination.
_____ Credit by examination of selected courses in the nursing major.
_____ Credit through comprehensive examinations of the nursing field.
_____ Credit by examination of laboratory competencies.
_____ Other methods used. Please specify. _____
_____
_____
_____
_____

B. ___Yes ___No Associate degree program in nursing. If no, please explain. _____

_____

_____

If yes, check (x) the methods used to give credit or advanced standing.

_____ Allowing credit f specific types of formal training elsewhere without examination.

_____ Credit by examination of selected courses in the nursing major.

_____ Credit through comprehensive examinations of the nursing field.

_____ Credit by examination of laboratory competencies.

_____ Other methods used. Please specify. _____

_____

_____

_____

9. ___Yes ___No If challenge examinations are offered to the registered nurse in your program, state the criteria and the credit given for satisfactorily completing the examination.

_____

_____

_____

_____

10. ___Yes ___No If credit or advanced standing is given, is the time required of the registered nurse to complete the program thereby reduced?

APPENDIX C

INSTITUTIONS UTILIZED IN THE STUDY

School	Returned	No reply
Albright College	X	
Carlow College	X	
College Misericordia	X	
Duquesne University	X	
Gwynedd-Mercy College		X
Holy Family College	X	
Indiana University of Pennsylvania	X	
Our Lady of Angels College	X	
Pennsylvania State University	X	
Temple University, College of Allied Health Professions	X	
University of Pennsylvania		X
University of Pittsburgh		X
Villa Maria College		X
Villanova University	X	

APPENDIX D

PROPOSED ADMISSION POLICY FOR THE REGISTERED NURSE AT WIDENER COLLEGE

1. A certain percentage of registered nurse applicants may be admitted to the baccalaureate program of nursing.

2. The candidate must complete the final forty-five semester hours required for the degree in residence at the college.

3. No credit would be given for courses taken by the diploma nurse in the diploma program of nursing.

4. College credit may be given for liberal arts and science courses taken at a college or university.

5. Handicapped nursing students may be admitted to the baccalaureate program of nursing.

6. Registered nurses may be admitted from minority groups.

7. The registered nurse applicant may be admitted for either part-time status or full-time status.

8. The following transcripts may be required as part of the application: high school, nursing program, and all colleges attended.

9. Any basic course requirement may be waived or satisfied by those students who demonstrate, by examination or previous record, attainment of the course objectives, or CLEP (College-Level Examination Program).

10. Credit for courses taken at a college or university may be given if the applicant received a letter grade of "C" or higher for required courses. Letter grade "D" may be transferred for electives only.

11. Credit may be given for life experiences.

12. Through comprehensive nursing examinations, course credit may be awarded at Widener College or from accredited nursing programs and institutions.

13. If the theoretical component of a nursing course is passed successfully, then the student may challenge the clinical nursing component and be awarded credit.

14. A letter grade may be awarded for nursing courses challenged. The Curriculum Committee may discuss changing the grading from a letter grade to a "pass"-"fail".

15. The time required to complete the nursing program may be reduced if the student passes successfully the nursing challenge examinations and chooses to take the College-Level Examination for prerequisites for the nursing major.